



District Certified Professional Growth and Effectiveness System (DCPGES) Manual

To be used by certified district level personnel such as: Instructional Supervisors, Directors of Special Education, Pupil Personnel, and District Assessment Coordinators (See Appendix for decision rules)

Timeline

District personnel will follow the same time line as the TPGES portion of PGES. Each district will identify in their Certified Evaluation Plan (CEP) the timeline for each source of evidence and when these are due in the district.

A general outline of expected dates is as follows:

First 30 contract days: District staff will review the district's Certified Evaluation Plan, complete the self-reflection, and determine from this tool the areas in which they need to develop their Professional Growth Goal.

August through October: Using district-level student data, collect baseline data to determine student growth areas. Develop or identify tools needed to gauge student growth. Goals should align with and support superintendent goals and/or the Comprehensive District Improvement Plan (CDIP). Goals will be written, reviewed with peers and superintendent or designee, revised and approved from September through October.

Observation/Site Visit Cycles: Observation/Site Visit cycles will begin including primary supervisor and peer observer visits. Peer visits are formative only. Pre-conferences will be conducted before the observer visits. During pre-conferences the observee will inform the observer of the responsibilities and expectations of his/her particular role. The district employee will participate in a minimum of two observation/site visits: one full by the primary

supervisor and one by the peer observer. Post-conferences of the observation visit will occur within five work days or as determined in the CEP.

Second semester: Continue to self-reflect and review strategies focused on Professional Growth Goals if needed. Remaining pre-conferences, observations, and post-conferences will take place as determined in the district CEP.

April: Finalize all observations/site visits. Determine the performance rating using all evidences completed throughout the year.

Sources of Evidence

Self-Reflection & Professional Growth Goals:

Rationale for the Integration of Reflective Practice and Professional Growth Planning

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching practices and student learning through ongoing thinking on how professional practices impact teacher and student learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills.

The goal of a Professional Growth Plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to educators in strengthening their competencies in the identified growth need areas. An action plan developed as part of the professional growth planning process should include activities designed to support collaboration, learning, and impact delivery goals of the district. Research shows that in order for professional growth to be effective, it should be a deliberate

process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

Self-Reflection & Professional Growth Goals:

The Professional Growth Plan should address realistic, focused and measurable professional goals. Professional growth needs are identified through self-assessment and reflection. As district staff collaborate to identify explicit goals, these goals should become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator (1) reflects on his/her current growth needs based on the Self-Reflection tool and identifies an area or areas for focus; (2) collaborates with the supervisor to develop a Professional Growth Plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on professional practice; (5) modifies the plan as appropriate; (6) and continues implementation and reflection. The district employee should meet with the superintendent or designee to develop and receive feedback on the PGP.

Creating Professional Growth Goals:

A specific Self-Reflection tool is available for district personnel (see below); they ***should not use the teacher Self-Reflection tool***. Consider the standards by which the employee will be evaluated. You may consider the superintendent and principal crosswalk (see end of document) if the position does not have its own set and determine what applies. Using the results of the Self-Reflection, the employee will be able to determine what the area of growth should be. He/she will choose at least one area in which to create the Professional Growth Goal. Complete the Self-Reflection tool prior to creating the Professional Growth Goal.

Professional Growth Goals may be written in EDS or may be created on the district-approved template.

Professional Growth Goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was selected as the focus.

Sources of Evidence

Observation/Site Visit:

OBSERVATION RATIONALE

The observation process is one source of evidence that includes supervisor (formal) and peer observation (informal/formative). The supervisor observation/visit will provide *documentation and feedback* to measure the effective practices of the district employee whereas the peer observation will focus on the *collaborative process* in order to provide *supportive and constructive feedback*. The underlying rationale of each type of observation is to encourage continuous professional growth through critical reflection.

Observation will look more like a site visit. The observer visits the Other Professional when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings. Therefore, a district may conduct the observation using questions similar to those used in the Principal’s Site Visit.

The observation process is designed to create conversation between the employee and supervisor around the roles and responsibilities that relate to the employee’s field and how the professional meets them. Observations will use the Framework best aligned to the specific role, as determined by the employee and evaluator. A Crosswalk of the Superintendent and Principal Standards are included in appendix A of this document as a resource. Standards may be selected from either or both set of standards. Some general categories to consider are: instructional improvement, assessment and accountability, professional learning, and leadership.

The Observation cycle

The observation cycle is determined by the district.

Observer Guidance

Both the primary evaluator and Peer Observer should prepare themselves for the Observation/Site Visit by reviewing “observation guidance” documents that provide a summary of what to expect during the site visits.

Observers will meet with the employee in the pre- observation conference to discuss the responsibilities of the employee and to determine the “Look fors.”

During the observation/visit, the observer may ask questions or view situations that will address the selected standards.

Post-observation conferences are held to review and discuss the evidence. Both parties will play a part in the post observation conversation.

Peer Observation:

Each district should determine who qualifies to be a peer observer in the district. Only professional feedback is given; no score is recorded by the peer observer. Information from the observation is only seen by the employee; no reports are sent to the superintendent/designee.

Sources of Evidence

STUDENT GROWTH GOALS

RATIONALE FOR GOAL SETTING PROCESS

The goal setting process for assessing student growth allows district personnel to choose a goal based on the needs of teachers and students and select assessments that will reflect the results of the goal set. The district staff can consider the superintendent's goal, the CDIP, adopt it, part of it, or write a goal that supports the superintendent's goal or a CDIP goal.

SCHOOL(S)/DISTRICT STUDENT GROWTH GOALS

Student Impact Rating: Direct or Indirect

The certified employee will have a state goal and may have a local goal, as determined by the CEP. Components to consider in local goals: evidence of learning and evidence of practice.

PERFORMANCE RATINGS

Performance Levels:

The following designations will be used to indicate the progress of a district employee toward the selected standards and their indicators and should be included in the CEP:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the Professional Growth Plan

Appendix A

Crosswalk: Superintendent and Principal Standards

A cross walk of the superintendent standards and indicators and the principal standards and indicators is provided here to help the district employee and the superintendent decide which standards to use in evaluating the employee based on his/her roles and responsibilities. Standards and indicators may be used from either or both as appropriate.

Superintendent Standards	Principal Performance Standards
<p>1. Strategic Leadership</p> <p>The Superintendent creates conditions that result in strategically reimagining the district's vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district's core values and beliefs about the preferred future and then developing a vision.</p> <p><i>A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (Vision-Relationships)</i></p> <p><i>B. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals (Vision-Monitor)</i></p> <p><i>C. Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation)</i></p> <p><i>D. Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation))</i></p>	<p>Performance Standard 6: Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p> <p><i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i></p> <p><i>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i></p> <p><i>6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.</i></p> <p><i>6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.</i></p> <p><i>6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.</i></p>

<p>E. <i>Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan (Strategic Planning -Resourcing)</i></p> <p>F. <i>Facilitates the implementation of federal, state, and local education policies (Policies)</i></p> <p>G. <i>Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. (Strategic Planning -Goals)</i></p>	
<p>2. Instructional Leadership</p> <p>The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p> <p>A. <i>Leads the District’s philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets (Learning/Teaching Focus: High Expectations)</i></p> <p>B. <i>Models and applies learning for staff and students (Professional Learning)</i></p> <p>C. <i>Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations)</i></p> <p>D. <i>Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. Strategic Planning (Goals)</i></p> <p>E. <i>Demonstrates awareness of all aspects of instructional programs (Learning/High Expectations)</i></p> <p>F. <i>Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation)</i></p>	<p>Performance Standard 1: Instructional Leadership</p> <p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p> <p>1.1 <i>Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.</i></p> <p>1.2 <i>Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.</i></p> <p>1.3 <i>Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.</i></p> <p>1.4 <i>Demonstrates knowledge of research-based instructional best practices</i></p> <p>1.5 <i>Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.</i></p> <p>1.6 <i>Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.</i></p> <p>1.7 <i>Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*</i></p> <p>1.8 <i>Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.</i></p>

	<p>1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.</p> <p>1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.</p> <p>1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.</p> <p>1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).</p> <p>1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.</p>
<p>3. Cultural Leadership</p> <p>The Superintendent understands and acts on the important role a system's culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align the work of adults with the district's goals of improving student learning and infusing the work with passion, meaning and purpose.</p> <p><i>A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement)</i></p> <p><i>B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement)</i></p> <p><i>C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs)</i></p> <p><i>D. Builds trust and promotes a sense of well-being between all stakeholders (Stakeholder/Community Involvement)</i></p> <p><i>E. Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge)</i></p>	<p>Performance Standard 6: Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p> <p>6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.</p> <p>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</p> <p>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</p> <p>Performance Standard 2: School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</p> <p>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</p>

<p><i>F. Supports and engages in the positive cultural traditions of the community (Stakeholder/Community Involvement)</i></p> <p><i>G. Creates opportunities for staff involvement in the community and community involvement in the schools (Stakeholder/Community Involvement)</i></p> <p><i>H. Creates an environment that values and promotes diversity (Diversity)</i></p>	<p>2.3 <i>Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</i></p> <p>2.4 <i>Promotes a culture of collaboration, trust and shared leadership.</i></p> <p>2.5 <i>Supports the staff through continuous improvement efforts.</i></p>
<p>4. Human Resource Leadership</p> <p>The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.</p> <p><i>A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction (Resourcing)</i></p> <p><i>B. Creates and monitors processes for educators to assume leadership and decision- making roles (Staffing)</i></p> <p><i>C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions)</i></p> <p><i>D. Uses data to create and maintain a positive work environment (Culture/Environment)</i></p> <p><i>E. Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning)</i></p> <p><i>F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation)</i></p>	<p>Performance Standard 3: Human Resources Management</p> <p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p> <p>3.1 <i>Actively participates in an effective and efficient selection process in consultation with the school council.</i></p> <p>3.2 <i>Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.</i></p> <p>3.3 <i>Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.</i></p> <p>3.4 <i>Provides a mentoring process for all new and targeted instructional personnel.</i></p> <p>3.5 <i>Manages the supervision and evaluation of staff in accordance with local and state requirements.</i></p> <p>3.6 <i>Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.</i></p> <p>3.7 <i>Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.</i></p> <p>3.8 <i>Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.</i></p> <p>3.9 <i>Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.</i></p> <p>3.10 <i>Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.</i></p>

<p>5. Managerial Leadership</p> <p>The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.</p> <p><i>A. Prepares and oversees a budget that aligns resources with district vision and needs (Finance)</i></p> <p><i>B. Identifies and plans for facility and technology needs (Capital Planning)</i></p> <p><i>C. Continually assesses programs and resource allocation (Resourcing)</i></p> <p><i>D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency)</i></p> <p><i>E. Builds consensus and resolves conflicts effectively (Conflict Resolution)</i></p> <p><i>F. Assures an effective system of districtwide communication (Communication)</i></p> <p><i>G. Continually assesses the system in place that ensures the safety of students and staff (Safety and security)</i></p> <p><i>H. Works with local and state agencies to develop and implement emergency plans (Safety and security)</i></p>	<p>Performance Standard 4: Organizational Management</p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p> <p><i>4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.</i></p> <p><i>4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.</i></p> <p><i>4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.</i></p> <p><i>4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.</i></p> <p><i>4.5 Reviews fiscal records regularly to ensure accountability for all funds.</i></p> <p><i>4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.</i></p> <p><i>4.7 Follows state and local policies with regard to finances, school accountability, and reporting.</i></p> <p><i>4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.</i></p>
<p>6. Collaborative Leadership</p> <p>The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and</p>	<p>Performance Standard 5: Communication and Community Relations</p> <p>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p> <p><i>5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</i></p>

<p>goodwill.</p> <p><i>A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations)</i></p> <p><i>B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement)</i></p> <p><i>C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement)</i></p> <p><i>D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement)</i></p>	<p><i>5.2 Communicates the mission and shared vision, long- and short-term goals, and the school improvement plan to all stakeholders.</i></p> <p><i>5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.</i></p> <p><i>5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.</i></p> <p><i>5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</i></p> <p><i>5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.</i></p> <p><i>5.7 Provides a variety of opportunities for parent and family involvement in school activities.</i></p> <p><i>5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.</i></p> <p><i>5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.</i></p> <p><i>5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.</i></p>
<p>7. Influential Leadership</p> <p>The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.</p> <p><i>A. Understands the political systems involving the district (Political Context)</i></p> <p><i>B. Defines, understands, and communicates the impact on proposed legislation (Legal/Ethical)</i></p> <p><i>C. Applies laws, policies and procedures fairly, wisely, and considerately (Legal)</i></p> <p><i>D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal)</i></p> <p><i>E. Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement)</i></p>	<p>Performance Standard 2: School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p><i>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i></p> <p><i>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i></p> <p><i>2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</i></p> <p><i>2.4 Promotes a culture of collaboration, trust and shared leadership.</i></p> <p><i>2.5 Supports the staff through continuous improvement efforts.</i></p>

Appendix B

PGES Categories and Decision Factors

TPGES



Traditional classroom teacher
Any grade, any content
Includes P.E, Music, Art, Gifted & Talented, Special Education, RTI, Alternative, Preschool and any classroom based content teacher.



Traditional classroom teachers. Certified personnel who work primarily with students.

OPGES

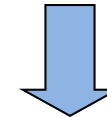


Library Media Specialist
Speech Pathologist
School Counselor
School Instructional Coach
School based Psychologists serving students on a consistent schedule.



Those with non-traditional class settings or schedules. Certified personnel whose work impacts students directly or indirectly. Work may support teachers.

Other District Certified Personnel



Assistant Superintendents
District Director of Special Education
District Curriculum / Instructional specialist
District RTI coach, DPP, DAC
District Psychologist
District Gifted and Talented coordinator



Anyone overseeing district-wide programs and/or supervising personnel. Certified personnel at the district level whose work impacts students indirectly.